**Biome Bazaar **

**Subject:** Science, Math, Language Arts, Social Studies

**Grade:** 6-8

**Objectives:**

Each student will perform research on one assigned biome and develop one of these (or something different with teacher’s permission); a 3-D diorama, poster, PowerPoint, etc. individually at home. He/she should be able to complete the activity with common materials found at home. Ideas for topics may include animals, plants, endangered species, climate, human intervention, ecological concerns, and uses to man. If resources are available, a goal of this activity is to allow students to be official tour guides and to teach one another about different biomes. For large classes, students may be placed into smaller groups to exchange information . If the exchange of information between classmates is not feasible, each student may choose a biome of his/her choice to research and develop and present to his/her teacher.

**Key Concepts & Terms:**

* major world biomes: savanna, desert, tundra, taiga (boreal forest), scrubland (chaparral), temperate forest, temperate grassland, tropical rain forests, ecosystem, environment, endangered species

**Materials Needed:**

Some useful materials might include poster board, cardboard, construction paper, shoe boxes and materials for dioramas, and glue. An activity in which a student designs a log cabin would require stick pretzels and hot glue, etc. Students can take a photo of finished product(s) and email to teacher, or send to school.

**Lesson Plan:**

* Assign each student a different biome, such as savanna, desert, tundra, taiga (boreal forest), temperate forest, temperate grassland, scrub grassland (chapparal), or tropical rain forest.
* Each student conducts research on the selected biome.
* Each student will make materials to help visualize aspects of their biome.
* Other ideas in addition to those mentioned in beginning of lab information are to write a biome poem, illustrate environmental pictures using sand art, categorize animals according to physical structures, adaptation abilities, and symmetry, etc. Student creativity, and use of materials on hand should be encouraged. SimCity, SimFarm, SimPark, etc. are examples of phone/computer apps that might be adaptable for some students to help develop their individual biome activity.

**References:**

Baranoski, K. 2020. Modified this former class activity to meet the needs of on-line, or home schooling. Karen.baranoski@wilkes.edu.

Emanuel, Kimberly, (Kimberly@pathfindermail.com) Eagles Landing Middle School, McDonough, GA. Designer as original classroom lesson plan. Recovered 10/15/12 at: <http://www.education-world.com/a_tsl/archives/00-2/lesson0021.shtml>